



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Houlton Elementary School

SAU: RSU 29 / MSAD 29

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2010-2011 NCLB Report Card



School: Houlton Elementary School
SAU: RSU 29 / MSAD 29
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	84	84	100	79	76	65	1	77	18	4	84	0
	2009-2010	73	73	100	75	78	73	19	56	21	4	73	0
Female	2008-2009	36	36	100	78	75	70	0	78	17	6		
	2009-2010	37	37	100	78	82	76	27	51	14	8		
Male	2008-2009	48	48	100	79	76	60	2	77	19	2		
	2009-2010	36	36	100	72	73	69	11	61	28	0		
Caucasian/White	2008-2009	72	72	100	79	77	66	1	78	17	4		
	2009-2010	63	63	100	79	83	74	21	59	17	3		
African American/Black	2008-2009	1	1	100			42						
	2009-2010	1	1	100			46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	1	1	100			58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	10	10	100	70	64	64	0	70	30	0		
	2009-2010	8	8	100			66						
Economically Disadvantaged	2008-2009	44	44	100	73	68	53	2	70	20	7		
	2009-2010	46	46	100	65	70	62	13	52	30	4		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	33	35	36	0	33	50	17		
	2009-2010	15	15	100	40	44	38	13	27	47	13		
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Houlton Elementary School
SAU: RSU 29 / MSAD 29
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	84	84	100	76	76	70	15	61	18	6	84	0
	2009-2010	73	73	100	63	63	62	10	53	15	22	73	0
Female	2008-2009	36	36	100	72	73	68	17	56	19	8		
	2009-2010	37	37	100	59	60	61	8	51	16	24		
Male	2008-2009	48	48	100	79	78	71	15	65	17	4		
	2009-2010	36	36	100	67	66	63	11	56	14	19		
Caucasian/White	2008-2009	72	72	100	82	81	71	17	65	13	6		
	2009-2010	63	63	100	67	65	63	11	56	13	21		
African American/Black	2008-2009	1	1	100			45						
	2009-2010	1	1	100			31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	1	1	100			52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	10	10	100	50	45	55	10	40	40	10		
	2009-2010	8	8	100			54						
Economically Disadvantaged	2008-2009	44	44	100	64	64	58	14	50	25	11		
	2009-2010	46	46	100	50	55	50	7	43	22	28		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	33	43	46	0	33	44	22		
	2009-2010	15	15	100	40	38	33	7	33	13	47		
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Houlton Elementary School
SAU: RSU 29 / MSAD 29
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	99 99	99 99	83	81 77	71 69	100	99 99	99 99	65	61 58	63 61	93	94	95
Caucasian/White	100	99 100	99 99	87	84 79	71 69	100	99 100	99 99	69	64 61	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	48 48	64 57	*	* *	98 97	*	36 36	54 47			
Economically Disadvantaged	100	100 99	99 99	74	74 68	60 56	100	100 98	99 99	57	56 46	50 47			
Students with Disabilities	*	98 98	97 98	55	42 37	36 28	*	98 98	97 98	36	27 20	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	22	4	3	0	1	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>